



Thursday, 16 July, 2026
2:00 PM TO 5:00 PM

Index number

QUESTIONS and ANSWERS BOOKLET

DURATION: 3 Hours

TOTAL MARKS...../100

FOR MARKER'S USE ONLY

[illegible]

TSS NATIONAL EXAMINATIONS, LEVEL 5, 2025 - 2026

TRADES: ALL EXCEPT SPE

SUBJECT: ENGLISH I

INSTRUCTIONS TO CANDIDATES:

1. This Exam paper is composed of **three sections (A, B and C)**. Follow the instructions given below, and answer the indicated questions for a total of **100 marks**.

Section A: Reading comprehension and vocabulary **(30 marks)**.

Section B: Language use **(50 marks)**.

Section C: Composition Writing **(20 marks)**.

2. Fill in your actual **names** and **Index number** on the provided space (Cover).
3. Do not remove or tear any page or part of this Questions and Answers Booklet.
4. Answer in the language in which the Examination is set.
5. Answer questions in the provided space. In case of multiple choice questions, just **circle** the letter corresponding to the correct option.
6. **Allowed materials:**
 - Blue pen
 - Ruler

Note: The use of black pen/green pen/red pen, and pencils is strictly prohibited, except when recommended.

Read the following dialogue and answer the questions that follow.

Text: Benefits of TVET in Africa

Technical and Vocational Education and Training (TVET) is increasingly emerging as a transformative force in Africa's educational landscape, focusing on practical, hands-on skills aligned with market demands. This approach has led to higher employment rates compared to university graduates, demonstrating TVET graduates' strong entry into the job market. In Kenya and Nigeria, TVET graduates have better job prospects, largely due to their job-ready skills (African Development Bank, 2023).

Employers today prioritize individuals with specific, applicable skills, which TVET provides. Fields such as engineering and information technology benefit from TVET's alignment with industry needs (World Bank, 2019), making its graduates more employable than those from traditional academic programs. In South Africa, for instance, TVET colleges are renowned for their focused training in various technical fields crucial to the economy, contributing to higher employment rates.

TVET also fosters entrepreneurship. Many students use their skills to start businesses, driving local economic growth. UNESCO reports provide examples of TVET graduates successfully launching small and medium-sized enterprises (SMEs), showcasing the sector's role in promoting entrepreneurship and economic development (UNESCO-UNEVOC, 2023). This entrepreneurial drive is critical for Africa's economic future, as it creates jobs and stimulates local and regional economies, as seen in Uganda, where many TVET graduates have established successful businesses.

TVET's financial benefits are notable as well. TVET graduates often enjoy better earnings compared to their peers who have not undergone vocational training (International Labour Organization, 2021). In sectors such as construction and automotive, TVET graduates frequently achieve higher income levels than their counterparts from other educational backgrounds.

TVET is also instrumental in addressing skills shortages in critical sectors such as healthcare, technology, and construction. The African Union's TVET Strategy underscores the importance of these programs in developing a skilled workforce to drive economic progress (AUDA-NEPAD, 2023). By targeting sectors with high demand for skilled labor, TVET programs help bridge the gap between available skills in the workforce and the needs of various industries. For instance, Ethiopia's focus on TVET for the manufacturing sector has significantly improved productivity and boosted economic growth.

SECTION A: READING COMPREHENSION AND VOCABULARY (30 MARKS)

01. Choose and circle the correct answers to the following questions.

(10 marks)

- (i) What is the primary focus of Technical and Vocational Education and Training (TVET) in Africa's educational landscape?
 - A. Theoretical research and academic publication
 - B. Practical, hands-on skills aligned with labour market demands
 - C. Liberal arts education and general studies
 - D. Political and civic education
- (ii) How do the employment rates of TVET graduates compare to those of university graduates, according to the text?
 - A. TVET graduates have lower employment rates due to limited qualifications
 - B. TVET graduates and university graduates have equal employment rates
 - C. TVET graduates have higher employment rates than university graduates
 - D. University graduates are more employable in all sectors
- (iii) Which two African countries are specifically mentioned as having better job prospects for TVET graduates?
 - A. Ghana and Tanzania
 - B. Kenya and Nigeria

- C. Ethiopia and Uganda
 - D. South Africa and Egypt
- (iv) Why do employers increasingly prioritize TVET graduates?
- A. TVET graduates demand lower wages
 - B. TVET graduates possess specific, applicable, job-ready skills
 - C. TVET graduates receive longer academic training
 - D. TVET graduates are required by government policy
- (v) Which fields are identified as benefiting most from TVET's alignment with industry needs?
- A. Law and political science
 - B. Medicine and public health
 - C. Engineering and information technology
 - D. History and sociology
- (vi) What distinguishes TVET colleges in South Africa, according to the passage?
- A. Their focus on general education curricula
 - B. Their emphasis on theoretical university-style learning
 - C. Their specialized training in technical fields vital to the economy
 - D. Their role in preparing students for postgraduate studies
- (vii) How does TVET contribute to entrepreneurship in Africa?
- A. By equipping graduates with skills to start small and medium-sized enterprises
 - B. By providing funding for international businesses
 - C. By encouraging graduates to seek government employment
 - D. By replacing traditional business education programs
- (viii) What financial benefit is associated with TVET graduates?
- A. They earn less due to limited academic credentials
 - B. They earn similar incomes to those without vocational training
 - C. They rely mainly on informal employment
 - D. They often earn higher incomes than individuals without vocational training

- (ix) Which sectors are mentioned as facing skills shortages that TVET helps address?
- A. Tourism, agriculture, and retail
 - B. Healthcare, technology, and construction
 - C. Banking, marketing, and education
 - D. Media, entertainment, and sports
- (x) What example is used to demonstrate TVET's impact on productivity and economic growth?
- A. Kenya's expansion of university education
 - B. Uganda's focus on agricultural training
 - C. Ethiopia's emphasis on TVET for manufacturing
 - D. Nigeria's investment in digital entrepreneurship

02. Which statement best evaluates the overall impact of TVET in Africa based on the evidence provided in the text? **(2 marks)**

- A. TVET plays a strategic role in Africa's economic development by improving employability, supporting entrepreneurship, and addressing skills shortages.
- B. TVET is less important than university education because it focuses mainly on manual skills.
- C. TVET only benefits students in engineering and information technology fields.
- D. TVET programs are effective mainly because they are shorter and cheaper than university programs.

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03. Which of the following options best distinguishes how multiple factors described in the text collectively contribute to TVET graduates having higher employment rates than university graduates in some African countries? **(2 marks)**

- A. TVET programs are shorter and therefore allow students to enter the job market earlier.

- B. TVET focuses mainly on entrepreneurship, reducing the number of job seekers in the formal sector.
- C. TVET graduates receive higher wages, which automatically increases employment rates.
- D. TVET combines industry-aligned practical training, addresses sector-specific skills shortages and responds directly to employer demand for job-ready competencies.
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04. Match the terms in Column A with their appropriate meanings in Column B. (5 marks)

Terms	Meanings	Answers
i) Transformative	A. The ability to obtain and maintain employment	A=.....
ii) Employability	A. A lack of adequately trained workers in certain sectors	B=.....
iii) Entrepreneurship	B. The process of starting and managing a business	C=.....
iv) Productivity	C. The ability to produce more goods or services efficiently	D=.....
v) Skills shortages	D. Causing significant change or improvement	E=.....

05. Read the passage carefully and complete each blank using the following terms: *Hands-on skills*, *Market demands*, *Vocational training*, *Economic growth*, and *Industry needs*. (5 marks)

Technical and Vocational Education and Training (TVET) focuses on equipping learners with practical, job-oriented competencies. Unlike purely academic programs, TVET emphasizes that prepare students for real workplace environments.

One of the key strengths of TVET is its responsiveness to ensuring that graduates

possess skills that are relevant and up to date. Through structured, learners gain technical expertise in fields such as construction, engineering, and information technology.

By aligning its curriculum with, TVET institutions help bridge the gap between education and employment. As a result, many countries have experienced increased productivity and due to a more skilled and adaptable workforce.

- 06.** Create new words by adding the correct prefix or suffix to the words in brackets to complete the sentences below. **(6 marks)**

- i) The instructor told the group that their measurements were (accurate) and needed revision.
- ii) The..... (install) of the new electrical system required skilled technicians.
- iii) To ensure quality, the supervisor asked the team to(organize) their tools by category.
- iv) The new software update improved the (perform) of the diagnostic tool.
- v) The multimedia design project was praised for its high (creative).
- vi) The (develop) of the new training module took several weeks of research and testing.

SECTION B: LANGUAGE USE

(50MARKS)

- 07.** Choose the descriptive adjective that fits the context. **(7 marks)**

- i) The technician replaced the damaged wire with a copper cable to ensure safety. (fragile; insulated, decorative, flexible)
- ii) The chef prepared aand flavorful dish for the guests. (burnt; fresh; expired; frozen)

- iii) The builder used concrete to ensure the foundation was long-lasting. (weak; cracked; reinforced; hallow)
- iv) The company installed a security system to protect sensitive data. (vulnerable; outdated; secure; slow)
- v) The veterinarian administered a vaccine to protect the livestock from disease. (contaminated; sterile; expired; diluted)
- vi) The farmer planted seeds to ensure a high crop yield. (infertile; hybrid; rotten; dry)
- vii) The technician installed a power supply to prevent system failure. (unstable; reliable; weak; temporary)

08. Read the paragraph carefully and conjugate the verbs in brackets using the correct tense according to the context. Pay close attention to time expressions and the sequence of tenses. **(8 marks)**

Last year, I (enroll) in a TVET electrical installation program. Before I started the training, I (never/use) industrial equipment. Since the beginning of this semester, I (learn) many practical skills. For the past two months, we (work) in the workshop under close supervision. Every day, we attend practical sessions, and the instructor usually gives safety instructions. At the moment, I (prepare) a technical report. Yesterday, we repaired a faulty generator, and we had completed the task before the supervisor arrived. Our instructor said that we (take) a final exam the following month and that by the end of the year we (finish) all required modules. By next June, I (graduate) from the program.

09. Read each of the following paragraphs and determine its purpose by indicating whether it is *Advising*, *Warning*, *Instructing*, or *Informing*. **(4 marks)**

- i) It is important to maintain good study habits throughout the term. Plan your work carefully, revise your notes regularly, and seek clarification whenever you do not understand a concept. Managing your time wisely will help you avoid unnecessary stress and improve your overall performance.

- ii) Failure to follow laboratory safety rules can result in serious injuries. Never handle equipment without proper guidance and always wear the required protective gear. Ignoring safety precautions may lead to accidents that could have been easily prevented.
- iii) Begin by measuring the required quantity accurately using the correct instrument. Record your observations clearly in your notebook, ensuring that all units are properly stated. After completing the task, clean the equipment and return it to its designated place.
- iv) The school science exhibition will take place next Friday in the main hall. Students are expected to set up their projects before 9:00 a.m. Parents and invited guests will be allowed to visit the displays from 10:00 a.m. onwards.

10. Read each sentence carefully and circle the option that correctly expresses the same meaning in direct or indirect speech. **(5 marks)**

- i) The multimedia trainer said that he designed graphics for client projects.
 - A. The multimedia trainer said, "I design graphics for client projects."
 - B. The multimedia trainer said, "I designed graphics for client projects."
 - C. The multimedia trainer says, "I design graphics for client projects."
 - D. The multimedia trainer said, "I am designing graphics for client projects."
- ii) The agriculture instructor said, "The students are planting maize seedlings."
 - A. The agriculture instructor said that the students plant maize seedlings.
 - B. The agriculture instructor said that the students were planting maize seedlings.
 - C. The agriculture instructor says that the students were planting maize seedlings.
 - D. The agriculture instructor said that the students had planted maize seedlings.

- iii) The software developer said that he had fixed the system bug.
- The software developer said, "I fix the system bug."
 - The software developer says, "I will fix the system bug."
 - The software developer said, "I fixed the system bug."
 - The software developer said, "I have fixed the system bug."
- iv) The renewable energy technician said, "We will install the solar panels tomorrow."
- The technician said that they will install the solar panels tomorrow.
 - The technician said that they would install the solar panels the next day.
 - The technician says that they would install the solar panels tomorrow.
 - The technician said that they installed the solar panels the next day.
- v) The site supervisor said that they would have completed the foundation work by the end of the month.
- The site supervisor said, "We completed the foundation work by the end of the month."
 - The site supervisor says, "We have completed the foundation work the end of the month."
 - The site supervisor said, "We will have completed the foundation work the end of the month."
 - The site supervisor said, "We complete the foundation work the end of the month."

11. Read the dialogue below and identify the expressions of agreement and disagreement. Write "agreement" or "disagreement" next to each expression. **(5 marks)**

Context: *Students in a TVET mechanical workshop discuss the best way to improve machine maintenance practices.*

Steven: "I think we should increase the frequency of routine checks on all machines because it prevents breakdowns."

Aisha: "I agree with you; routine checks help us catch problems early."

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Kevin: "That's a good point, but I'm not sure we have enough time

during class to do checks that often.”

Mary: “I see your point, but increasing checks could reduce costly repairs in the long run.”

Sam: “I completely agree that regular maintenance saves time and money.”

Teacher: “I understand your ideas, but I think we should also teach everyone how to report minor faults immediately.”

12. Match each type of listening in Column A with its correct meaning in Column B. (6 marks)

Column A	Column B	Answers
i) Active listening	A. Listening carefully to understand the full meaning of a message.	A=.....
ii) Selective listening	B. Listening with personal judgement or prejudice, often ignoring opposing views.	B=.....
iii) Reflective listening	C. Listening to respond, show interest, and understand feelings.	C=.....
iv) Comprehensive listening	D. Listening to specific information while ignoring other parts.	D=.....
v) Biased listening	E. Listening to identify differences in sounds, tones, or meanings.	E=.....
vi) Discriminative listening	F. Listening and then repeating or paraphrasing what the speaker said to confirm understanding.	F=.....

13. Combine each pair of sentences into a single sentence using the conjunction provided in brackets. (10 marks)

- i) The farmer installed an irrigation system. The crops would receive sufficient water. (*so that*)

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- ii) The mixer was overloaded. The dough overflowed the container.
(*so...that*)

.....

- iii) The developer can access the server. He completes the authentication process first. (*provided that*)

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- iv) The students practiced coding regularly. Their efficiency in debugging improved. (*The more ... the more*)

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- v) The wind turbine was installed in a low-wind area. It still generated electricity efficiently. (*even though*)

.....

- vi) The Orchestra conductor demonstrated a rhythm pattern. The students performed it the same way. (*just as*)

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14. Choose the correct adverb of frequency to complete each sentence below.
(5 marks)

- i) A technician checks the tools before starting work in the workshop.
- A. yesterday
 B. quickly
 C. Always
 D. Tomorrow

- ii) Students in the automotive class wear safety gloves when repairing engines.
- A. outside
B. soon
C. loudly
D. usually
- iii) A professional electrician ignores safety rules in the workplace.
- A. slowly
B. never
C. early
D. well
- iv) Trainees practice welding techniques during practical sessions.
- A. often
B. there
C. yesterday
D. carefully
- v) In the carpentry workshop, learners clean their working area after finishing a task.
- A. quickly
B. tomorrow
C. inside
D. sometimes

SECTION C: COMPOSITION**(20 MARKS)**

15. Write an essay of 250–300 words on the following topic: **(20 marks)**

“TVET Skills promote personal development and foster community growth.”

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